

Bulldog Times House Stylebook

LEADS

Length Leads should generally be between 28 and 40 words in length.

“Wow” element Look for the “wow” element: the one or two elements of the story that are shocking, funny, or exciting. If you are having trouble identifying a “wow” element, write a basic summary lead, pick out the most exciting word, and rearrange the paragraph to start with that word.

The six essential questions

Leads must answer the six essential questions (otherwise known as five W’s and an H): **Who, What, When, Where, Why, How.** Leads normally state the “what and why” first. Use “who” and “where” only when it is the “wow” element. “When” is almost never the “wow” element, so leads should not start with the “when.”

Names in leads All people introduced in the lead should have their FULL NAMES written out and, if they are high school students, their grades or class should be spelled out. For sports, positions should be added to the grade/class to define role on the team. Be positive that all names written in your lead, or anywhere in your article, are accurate.

References (identifiers) in leads Each name must be accompanied by an identifier: a job title, a faculty position, or a student’s class or role in an organization. Use the identifier most relevant to the main topic of the story.

Numbers in leads Should the lead (or any other sentence) begin with a number, spell out the entire number.

Quotes in leads Quote leads should not be used unless suggested or at least approved by the editors/advisor. It is very difficult to create a good quote lead, and they are rarely used in professional journalism.

Eleven “forbidden words” These words are not forbidden because they are naughty. Because we find a large number of articles in each issue are likely to start with these words, costing us lead variety, leads may **NOT** begin with any of the eleven “forbidden words”:

A An The It At Here There During Students School name School city

Leads to avoid:

Label “The girls’ basketball team, coached by ...”

Date “It was January 29, 2006...”

Name “Joelle Smith couldn’t believe it when she was crowned Homecoming Queen.”

Grade “Junior Frisbee Thacklebush made the front page...”

Worthless quote “The homecoming dance was great!”

Yes/No question “Have you ever wondered what it’s like to be Chuckie Cheese for a day?”

“The purpose of...” “The purpose of the Key Club is to help those in need.”

“This year...” “This year, restrictions were placed on wrestling weight loss.”

“Goals of...” “This goals of the administration were to...”

DATES AND TIMES

Date of publication The date of publication (DOP) and its relationship to the date of the news event can make a big difference in your story’s impact. The DOP therefore affects how you write your article.

Calendar date When using the calendar date, DO NOT:

Abbreviate the month.

Use “th,” “st,” or “nd.”

Never use the word “on” before a date, whether it is a calendar date or the day of the week.

Times Times are written out numerically with lowercase ‘a.m.’ or ‘p.m.’ tags with periods. Don’t use the redundant *10 p.m. tonight.*

REFERENCES/IDENTIFIERS

First reference The first time a person is mentioned in an article:

Identify a high school student's grade in lower case before the student's full name (i.e., senior Susan Jones) unless the identifier starts a sentence.

Identify an adult by title and full name. Example: English Resource teacher Karen L. Rose.

House style refers to graduates as follows:

alumnus – a male graduate of the school

alumna – a female graduate of the school

alumni – male and female graduates of the school

alumnae – female graduates of an all female school

Subsequent references Any time the person is mentioned after the first reference:

Refer to a student by his or her last name. John Smith becomes Smith.

Refer to a doctor or clergy person as Dr., Friar, Rabbi, etc., followed by the person's last name.

Should two or more people have the same last name, use FIRST names in subsequent referencing or use the courtesy titles Mr. or Mrs. If the two people are siblings, it is okay to switch back and forth between "Beth and Sue" and "the Smith sisters."

If a person's name does not make the person's gender clear, clarify as soon afterward as you can by referring to the person as "he" or "she."

ATTRIBUTIONS

Information is attributed to sources. Attributions carry the greatest weight when they contain a name, title, and established credibility. Once you get information from a source, continue up the chain of command to confirm the information at least twice. You gain authenticity by confirming your information, and you gain credibility by having a higher level of sourcing.

Never start attributions with "It was announced" or "It was claimed" or other such beginnings. The reader will wonder, "Who said this?" Identify your sources without delay.

Attribution is not needed for common knowledge or facts that can be verified by many sources. Any information that may be judgmental, may not be public knowledge, or may be challenged should be attributed. The school's mean SAT scores, AP test results, or budgetary statistics should all be attributed.

QUOTES

Direct quotes are the preferred method of sourcing for the newspaper. Direct quotes present the word-for-word speech of a source in an interview. Minor modifications can be made as long as the main idea is not altered. Take out useless words such as "ah" and "um." If an explanation rambles, use ellipses (three periods...) to concentrate attention on the important parts of the quote. Avoid paraphrasing and indirect quotes.

Strive for diversity in selecting the sources of your quotes. Few will want to read a publication if it covers the same few people repeatedly. For each topic in an article, reporters should place quotes from three sources, and those sources should vary in nature. They should come from various sorts of people – students, adults, faculty members, administration official, authorities on the subject – and express varying opinions to create balanced coverage.

Some guidelines for quotations:

1. No quote should stand alone. A topic that deserves one quote deserves quotes from multiple sources. Get quotes from at least three sources per article. Try to get quotes from at least one student and one teacher or administrator.
2. Quotes should be between 5-20 words in length. For really great quotes in an article that focuses on human interest, the limit is flexible to 40-70 words.
3. If the quote is really strong, consider putting it in a separate paragraph: this is the only exception to the 40-70 word limit.
4. Be accurate; every quote must be word for word.
5. Use ellipses (three dots...) to take out unnecessary words if you must, but be sure not to change the meaning of the statement.
6. Take out pause words such as "um" or "eh."
7. Quotes should ONLY be tagged with "said," but these tags can come at the beginning, middle, or end of the quote: mix it up!
8. Place "said" before the speaker's name.
9. Avoid putting quotes from more than one person in a single paragraph. New person, new paragraph.

10. Use square brackets to clarify unclear words (often pronouns) in quotes.
Write: *"I think [students] need to be given less homework."*
Do not write: *"I think they should be given less homework."*
11. If a quote is a complete sentence, begin it with a capital letter, even if it is not the start of your sentence.
12. Choose the best quotes.
Bad quote: *"It was...really cool."*
Better quote: *"It was an unforgettable experience."*
13. Quote the opinions, state the facts.
Quote: *"I don't think the administration should rest until they find a solution."*
Do not quote: *"The administration is looking for a solution."*
14. Try to average one quote for every other paragraph. To some extent, this will depend on the type of story. A "reaction" article should have more quotes than straight reporting.

Double quotation marks Use double quotation marks to set off a direct quote or a slang word or slang phrase. In technical measurements, use an apostrophe to indicate feet, double quotation marks to indicate inches: 5'5". Place a period or comma inside quotation marks; place other punctuation marks outside quotation marks.

Single quotation marks use single quotation marks in headlines to save space. In the body of an article, use single quotation marks when quoting within a quotation. Example: "He told me, 'We lost to a great team.'"

NUMBERS FOR JOURNALISTS

Numbers one through ten are spelled out; numbers 11 and up are written numerically. When a number starts a sentence it **MUST** be spelled out no matter the value.

NAMES

All names of people and places must be spelled correctly. Check and double-check, then check again. Get the name right and record it in your reporter's notebook and your binder.

ACRONYMS

To save space, acronyms (the initial letters of a group or organization) have no periods: we write FBI, not F.B.I. IF the group or organization cannot be recognized by their acronym, write out the name of the group or organization every time. If the group or organization can be recognized by the acronym, write the name of that group or organization in the first reference, then use the acronym through the rest of the article, but do not jam the two together.

ITALICS

Before computers, journalists underlined words that they wanted typesetters to put in italics. Reporters now can italicize the words directly. Italicize:

Book titles, play titles, magazine titles, newspaper titles, movie titles, titles of TV series (individual episodes go in double quotation marks), song titles, clichés or adjusted clichés

PUNCTUATION

Ellipses Ellipses (...) should be typed in Microsoft Word as just three periods in a row with no space after the last word and before the next word. Word will automatically format the spacing.

Parentheses When using parentheses in your article (note that these are parentheses, not the squared-off brackets used in quotes to insert words of clarification) commas are not necessary. To set off a parenthetical phrase, use either parentheses without commas or commas without parentheses, but do not use both.

Apostrophes Apostrophes are used in only three places:

Contractions: Apostrophes can be used to mark the removal of one or more letters.

Plurals: Apostrophes used to denote the fact that there is more than one of an item; however, the preferred style now excludes them.

Write: *1980s, As, 6s*

Do not write: *1980's, A's, 6's*

Possessives: When one object owns another object, an apostrophe is used to show that the former object possesses the latter object. Remember three rules:

1. When the noun ends with any letter other than *s* or *z*, put the apostrophe at the end of the word and add *s*.

2. When the noun (singular or plural) ends in *s*, put the apostrophe after the *s*.
Write: *The boss's desk* (because you pronounce it "boss-es").
Write: *The scissors' edge* (already pronounced "scissors" without an extra "s")>
Write: *Charles' hat* (if you pronounce it just as "Charles") **but** *Charles's hat* (if you pronounce it as "Charles-es")
3. When forming the plural of a lowercase letter, add 's. This rule is more typographical than grammatical, is meant to serve clarity.
Do not write: *Three ps.*
Write: *Three p's.*

HELPFUL HINTS

A, an Use the article *a* before consonant sounds: *a historical event; a one-year term*. Use the article *an* before vowel sounds: *an energy crisis, an honorable man, an NBA record*.

Academic degrees If mention of degrees is necessary to establish someone's credentials, the preferred form is to avoid an abbreviation and use instead a phrase such as: *John Jones, who has a doctorate in psychology*. Use an apostrophe in bachelor's degree, master's, etc. If you must abbreviate, abbreviate with periods: *B.A., M.A., etc.* (but *Ph.D.*).

Academic departments Use lowercase except for words that are proper nouns or adjectives: *the department of history, the history department, the department of English, the English department*.

Capital titles Capitalize and spell out formal titles such as *chancellor, chairman, etc.* when they precede a name. Lowercase elsewhere.

Accept, except *Accept* means to receive; *except* means to exclude.

Accused A person is *accused of*, not *with* a crime.

Addresses Use the abbreviations *Ave., Blvd., and St.* only with a numbered address: *1600 Pennsylvania Ave.* Spell out and capitalize these words when they are part of a formal street name without a number: *Pennsylvania Avenue*. All similar words (*alley, drive, road, etc.*) are spelled out.

Affect, effect *Affect*, as a verb, means to influence: The game *will affect* the standings. *Effect*, as a verb, means to cause: He will *effect* many changes in the company. *Effect*, as a noun, means result: The *effect* was overwhelming. He miscalculated the *effect* of his actions. *Affect* is best not used as a noun.

Among, between The maxim that *between* introduces two items and *among* introduces more than two covers most questions about how to use these words. *The funds were divided among Ford, Carter, and McCarthy*.

Because, since Use *because* to denote a specific cause-effect relationship: *He went because he was told*. *Since* is acceptable in a casual sense when the first event in a sequence led logically to the second but was not its direct cause: *They went to the game, since they had been given the tickets*.

Beside, besides *Beside* means at the side of. *Besides* means in addition to.

Capitalization In general, avoid unnecessary capitals. Use a capital letter only if you can justify it by one of the principles listed here. Some basic principles:

Proper nouns: Capitalize nouns that constitute the unique identification for a specific person, place or thing: *John, Mary, America, Boston, England*. Some words, such as the examples just given, are always proper nouns. Some common nouns receive proper noun status when they are used as the name of a particular entity: *General Electric, Gulf Oil*.

Proper names: Capitalize common nouns such as *party, river, street, and west* when they are an integral part of the full name for a person, place, or thing: *Democratic Party, Mississippi River, Fleet Street, West Virginia*. Lowercase these common nouns when they stand alone in subsequent references: *the party, the river, the street*. Lowercase the common noun elements of names in all plural uses: *the Democratic and Republican parties, Maine and State streets, lakes Erie and Superior*.

Popular names: Some places and events lack officially designated proper names but have popular names that are the effective equivalent: *the South Side* (of Chicago), *the Badlands* (of North Dakota). The principle applies also to shortened versions of the proper names of one-of-a-kind events: *the Series* (for the World Series), *the Derby* (for the Kentucky Derby).

Derivatives: Capitalize words that are derived from a proper noun and still depend on it for their meaning:

American, Christian, Christianity, English, French, Shakespearean. Lowercase words that are derived from a proper noun but no longer depend on it for their meaning: *french fries, herculean, pasteurize, quixotic, venetian blind*.

Sentences: Capitalize the first word in a statement that stands as a sentence. In poetry, capital letters are used for the first words of some phrases that would not be capitalized in prose.

Compositions: Capitalize the principal words in the names of books, movies, plays, poems, operas, songs, radio and television programs, works of art, etc.

Titles: Capitalize formal titles when used immediately before a name. Lowercase formal titles when used alone or in constructions that set them off from a name by commas. Use lowercase at all times for terms that are job descriptions rather than formal titles.

Cents Spell out and lowercase the word *cents*, using numerals for amounts less than a dollar: *5 cents, 12 cents*. Use the \$ sign and decimal system for larger amounts: *\$1.01, \$2.50*.

Colloquialisms The word describes the informal use of a language. It is not local or regional in nature, as dialect is. Many colloquial words and phrases characteristic of informal writing and conversation are acceptable in some contexts but out of place in others. Examples include *giveaway* and *phone*. Other colloquial words normally should be avoided because they are substandard.

Courtesy Titles In general, do not use the courtesy titles *Miss, Mr., Mrs.,* or *Ms.* on first and last names of the person: *Betty Ford, Jimmy Carter*. Do not use *Mr.* in any reference unless it is combined with *Mrs.*: *Mr. and Mrs. John Smith, Mr. and Mrs. Smith*.

If the woman says she does not want a courtesy title, refer to her on second reference by last name only. Some guidelines:

Married Women: The preferred form on first reference is to identify the woman by her own first name and her husband's last name: *Susan Smith*. Use *Mrs.* on the first reference only if a woman requests that her husband's first name be used or her own first name cannot be determined: *Mrs. John Smith*. On second reference, use *Mrs.* unless a woman initially identified by her own first name prefers *Ms.* (*Mrs. Hills, Ms. Hills*) or no title (*Carla Hills, Hills*). If a married woman is known by her maiden name, precede it by *Miss* on second reference unless she prefers *Ms.* (*Jane Fonda, Miss Fonda, Ms. Fonda*) or no title (*Jane Fonda, Fonda*).

Unmarried Women For women who have never been married, use *Miss, Ms.* or no title on second reference according to the woman's preference. For divorced women and widows, the normal practice is to use *Mrs.* or no title, if she prefers, on second reference. But if a woman returns to the use of her maiden name, use *Miss, Ms.* or no title at all if she prefers it.

Marital Status If a woman prefers *Ms.* or no title, do not include her marital status in a story unless it is clearly pertinent.

If you have a question on which form to use, please ask an editor or the advisor especially when it involves a member of the faculty, administration, or staff.

Definitely Overused as a vague intensifier. Avoid it.

Disabled, handicapped, impaired In general do not describe an individual as *disabled* or *handicapped* unless it is clearly pertinent to a story. If such description must be used, make clear what the handicap is and how much the person's physical or mental performance is affected. Some terms include: *disabled*, a general term used for physical or cognitive condition that substantially limits one or more of the major daily like activities; *handicap* should also be avoided in describing a disability.

Blind describes a person with complete loss of sight, so for others use terms such as *visually impaired* or *person with low vision*; *deaf* describes a person with a total hearing loss, so for others use *partial hearing loss* or *partially deaf*. Avoid using *deaf mute*. Do not use *deaf and dumb*. *Mute* describes a person who physically cannot speak, while others with speaking difficulties are *speech impaired*. *Wheelchair user* describes people who use wheelchairs for independent mobility, do not use *confined to a wheelchair* or *wheelchair-bound*. If a wheelchair is needed, say why.

Dollars Always lowercase. Use figures and the \$ sign in all except casual references or amounts without a figure: *The book cost \$4. Dad, please give me a dollar. Dollars are flowing overseas*. For specified amounts, the word takes a singular verb: *He said \$500,000 is what they want*. For amounts of more than \$1 million, use the \$ and numerals up to two decimal places. Do not link the numerals and the word by a hyphen: *It is worth \$4.35 million. It is worth exactly \$4,351, 242. He proposed a \$300 billion budget*. The form for amounts less than \$1 million: *\$4, \$25, \$500, \$1,000, \$650,000*.

Editor Capitalize *editor* before a name only when it is an official corporate or organizational title. Do not capitalize as a job description.

Either...or, neither...nor The nouns that follow these words do not constitute a compound subject; they are alternate subjects and require a verb that agrees with the nearer subject: *Neither they nor he is going. Neither he nor they are going*.

Family names Capitalize words denoting family relationships only when they precede the name of a person or when they stand unmodified as a substitute for a person's name: *I wrote to Grandfather Smith. I wrote Mother a letter. I wrote my mother a letter*.

Forecast Use *forecast* also for the past tense, not forecasted.

Fractions Spell out amounts less than 1 in stories, using hyphens between the words: *two-thirds, four-fifths*, etc.

It's, its *It's* is a contraction for *it is* or *it has*: *It's up to you. It's been a long time. Its* is the possessive form of the neuter pronoun: *The company lost its assets*.

Lay, lie The action word is *lay*. It takes a direct object. *Laid* is the form for its past tense and its past participle. Its present participle is *laying*. *Lie* indicates a state of reclining along a horizontal plane. It does not take a direct object. Its past tense is *lay*. Its past participle is *lain*. Its present participle is *lying*. When *lie* means to make an untrue statement, the verb forms are *lie, lied, lying*. Some examples:

Present or future tenses: Right: *I will lay the book on the table. The prosecutor tried to lay the blame on him.* Wrong: *He lays on the beach all day. I will lay down.* Right: *He lies on the beach all day. I will lie down.*

In the past tense: Right: *I laid the book on the table. The prosecutor has laid the blame on him.* Right: *He lay on the beach all day. He has lain on the beach all day. I lay down. I have lain down.*

With the present participle: Right: *I am laying the book on the table. The prosecutor is laying the blame on him.* Right: *He is lying on the beach. I am lying down.*

Magazine names Capitalize the name but do not place it in quotes. Lowercase *magazine* unless it is part of the publication's formal title: *Harper's Magazine, Newsweek magazine, Time magazine.*

Mr., Mrs. The plural of *Mr.* is *Messers.*; the plural of *Mrs.* is *Mmes.* These abbreviated spellings apply in all uses, including direct quotations.

Ms. This is the spelling and punctuation for all uses of the courtesy title, including direct quotations. There is no plural. If several women who prefer *Ms.* must be listed in a series, repeat *Ms.* before each name.

Nut graph A nut graph or nut graf is a paragraph, particularly in a feature story, that explains the news value of the story. The nut graf, which often will start in the third or fourth paragraph, will explain what the story is about, including much but rarely all of the information that would have been contained in a lead, so as to keep the reader interested.

Occupational titles They are always lowercase.

Personifications Capitalize them: *Grim Reaper, John Barleycorn, Mother Nature, Old man winter, Sol, etc.*

Ph.D., Ph.D.s The preferred form is to say a person holds a *doctorate* and name the individual's area of specialty.

Principal, principle *Principal* is a noun and adjective meaning someone or something first in rank, authority, importance or degree; *She is the school principal. He was the principal player in the trade. Money is the principal problem.* *Principle* is a noun that means a fundamental truth, law, doctrine or motivating force: *They fought for the principle of self-determination.*

Quotations in the news Never alter quotations even to correct minor grammatical errors or word usage. Casual minor tongue slips may be removed by using ellipses, but even that should be done with extreme caution. If there is a question about a quote, either don't use it or ask the speaker to clarify. Do not routinely use abnormal spellings such as *gonna* in attempts to convey regional dialects or mispronunciations. Such spellings are appropriate when relevant or help to convey a desired touch in a feature.

Full vs. partial quotes: In general, avoid fragmentary quotes. If a speaker's words are clear and concise, favor the full quote. If cumbersome language can be paraphrased fairly, use an indirect construction, reserving quotation marks for sensitive or controversial passages that must be identified specifically as coming from the speaker.

Context: Remember that you can misquote someone by giving a startling remark without its modifying passage or qualifiers. The manner of delivery sometimes is part of the context. Reporting a smile or a deprecatory gesture may be as important as conveying the words themselves.

Slang In general, avoid slang, the highly informal language that is outside of conventional or standard usage.

Suit, suite You may have a *suit* of clothes, a *suit* of cards, or be faced with a *lawsuit*. There are *suites* of music, rooms and furniture.

Temperatures Use figures for all except *zero*. Use a word, not a minus sign, to indicate temperatures below zero. Temperatures get higher or lower, but they don't get warmer or cooler.

That, which, who, whom (pronouns) Use *who* and *whom* in referring to people and animals with a name: *John Jones is the man who helped me.* Use *that* and *which* in referring to inanimate objects and to animals without a name.

Their, there, they're *Their* is a possessive pronoun: *They went to their house.* *There* is an adverb indicating direction: *We went there for dinner.* *There* also is used with the force of a pronoun for impersonal constructions in which the real subject follows the verb: *There is no food on the table.* *They're* is a contraction for *they are*.

Titles In general, confine capitalization to formal titles used directly before an individual's name. The basic guidelines:

Lowercase: Lowercase and spell out titles when they are not used with an individual's name: *The president issued a statement. The pope gave his blessing.* Lowercase and spell out titles in constructions that set them off from a name by commas: *The vice president, Nelson Rockefeller, declined to run again. Paul VI, the current pope, does not plan to retire.* The forms *Mr., Mrs., Miss,* and *Ms.* apply both in regular text and in quotations.

Formal titles: Capitalize formal titles when they are used immediately before one or more names: *Pope Paul, President Washington, Vice presidents John Jones and William Smith.* A formal title generally is one

that denotes a scope of authority, professional activity, or academic accomplishment so specific that the designation becomes almost as much an integral part of an individual's identity as a proper name itself: *President Clinton, Sen. Dianne Feinstein, Dr. Marcus Welby, Pvt. Gomer Pyle*. Other titles serve primarily as occupational descriptions: *astronaut John Glenn, movie star John Wayne, peanut farmer Jimmy Carter*. A final determination on whether a title is formal or occupational depends on the practice of the governmental or private organization that confers it. If there is doubt about the status of a title and the practice of the organization cannot be determined, use a construction that sets the name or the title off with commas.

Abbreviated titles: The following formal titles are capitalized and abbreviated as shown when used before a name outside quotations: *Dr., Gov., Lt. Gov., Rep., Sen.* Spell out all except *Dr.* when they are used in quotations. All other formal titles are spelled out in all uses.

Royal titles: Capitalize *king, queen, etc.*, when used directly before a name.

Titles of nobility: Capitalize a full title when it serves as the alternate name for an individual.

Past and future titles: A formal title that an individual formerly held, is about to hold, or holds temporarily is capitalized if used before the person's name. But do not capitalize the qualifying word: *former President Ford, deposed King Constantine, Attorney General-designate Griffin B. Bell, acting Mayor Peter Barry*.

Long titles: Separate a long title from a name by a construction that requires a comma: *Charles Robinson, undersecretary for economic affairs, spoke*. Or: *The undersecretary for economic affairs, Charles Robinson, spoke*.

Unique titles: If a title applies only to one person in an organization, insert the word *the* in a construction that uses commas: *John Jones, the deputy vice president, spoke*.

Who, whom Use *who* and *whom* for references to human beings and to animals with a name. Use *that* and *which* for inanimate objects and animals without a name. *Who* is the word when someone is the subject of a sentence, clause, or phrase: *The woman who rented the room left the window open. Who is there?*

Whom is the word when someone is the object of a verb or preposition: *The woman to whom the room was rented left the window open. Whom do you wish to see?*

Who's, whose *Who's* is a contraction for *who is*, not a possessive: *Who's there? Whose* is the possessive: *I don't know whose coat it is.*

GLOSSARY

Advertising The activity of attracting public attention to a product or business, i.e., paid announcements in print.

Beat writer A writer who covers a "beat," or specific topic, place, or team.

Budget meeting A regular meeting where the editorial staff talks about the schedule of stories for the next day.

Byline The writer's name at the beginning of the article.

Circulation The total number of people who subscribe to the newspaper or purchase the paper. At a school, it is the number of people who receive the newspaper.

Classified ad (or "want ad") People-to-people advertisements for items that individuals or businesses are looking for or want to buy or sell, i.e., a job, car, or house. Called "classified" because ads are classified by category.

Columnist A writer of a column that appears regularly in the newspaper. Columnists frequently offer their opinions on current events.

Cutline The caption accompanying a photo.

Dateline The line at the beginning of a news story that gives the date and place of the story's origin.

Display ad A larger ad that often includes photography or art as well as text. Display ads can run anywhere in the newspaper.

Edit To revise, proofread, write a headline, or approve a story for publication.

Edition One of a number of versions of a newspaper issued in one day.

Editorial An article located on the editorial pages of a newspaper stating the opinion of the newspaper.

Firsthand information Information gathered about an event through direct experience.

Feature story A story in which the basic purpose is something other than news.

Flag (or banner) The name of the newspaper on the front page, set in a particular style of type so it is easily recognized.

Foreign correspondent A journalist who gathers news outside the United States.

Index A listing, usually on the first or second page of a newspaper that refers readers to stories and sections throughout the paper.

Internet edition Several stories selected by the editorial board from the current issue of the newspaper that appears on the newspaper's Web site.

Journalist A newspaper editor or reporter who gathers information and writes articles.

Kill To remove a story or ad from the newspaper.

Layout A plan or sketch of each page of the newspaper indicating where photos, articles, ads, and headlines will be placed. It is also the act of placing photos, articles, ads, and headlines in the newspaper.

Lead The first paragraph of a story, designed to give readers the most important information and “lead” them to continue reading.

Masthead A box of information, usually found on the editorial page, containing the name of the newspaper, its ownership, management, and possibly staff.

News story An article that includes the important details of a newsworthy event.

Newsworthy Events and information that readers want and need to know immediately; information that might have an impact on people’s lives.

Obituary A published notice of a death, sometimes with a brief biography of the deceased.

Online newspaper The Web version of a newspaper edition.

Pagination The process of designing and producing a full page of the newspaper on a computer.

Photo credit A byline for the photographer, crediting him or her for a photo.

Publisher The person responsible for the total operation of the newspaper.

Refer Lines of type and sometimes art that refer readers to stories inside the newspaper.

Review A critical report of a new book, movie, television show, performance, CD, or restaurant.

Scoop An exclusive story.

Staff writer A writer employed by the newspaper.

Syndicate A news service that sells columns, comics, and specialty features to newspapers throughout the country.

Tip Information from a source outside the newspaper leading to an interesting news story.

Wire service A company or cooperative that sells stories and photos, and sends them via satellite or computer to newspapers for them to publish.